



Javanese Script Reading and Writing Training with *Ular Tangga* Media for Elementary School-Age Children at Sanggar Pelangi Surakarta

Nirbito Hanggoro Pribadi*, Favorita Kurwidaria, Kenfitria Diah Wijayanti, Dewi Pangestu Said, Astiana Ajeng Rahadini, Prima Veronika

¹. Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, nirbito_hp@staff.uns.ac.id,

². Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, favorita@staff.uns.ac.id,

³. Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, kenfitria_dw@staff.uns.ac.id,

⁴. Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, dewips@staff.uns.ac.id,

⁵. Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, ajengrahadini_pbj@staff.uns.ac.id,

⁶. Pendidikan Bahasa Jawa, Universitas Sebelas Maret, Indonesia, primaveronika1993@staff.uns.ac.id

*Correspondence author

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Abstract

The use of Javanese script in Javanese communication is increasingly experiencing an alarming degradation. Appropriate preservation strategies need to be implemented so that Javanese characters can be preserved and widely used again. The right effort is to carry out training in reading and writing Javanese script to the younger generation. The training activities are adapted to the cognitive level of the subject, namely learning while playing. This training was conducted at Sanggar Pelangi Surakarta with elementary school-age children as the subjects. The purpose of the training is to introduce and educate the younger generation to be able to read and write Javanese characters properly and correctly. The training was conducted with the help of *ular tangga* media which is recognized as accurate in optimizing the absorption of material for elementary school-age children. The training was carried out with the stages of preparation, delivery of material, playing *ular tangga* modified by including Javanese script elements, working on LKDP, and filling out questionnaires. The result was a significant increase in the trainees' understanding of how to read and write Javanese characters properly and correctly.

Keywords: Training, Javanese script, reading and writing Javanese script, *ular tangga* media

Abstrak

Penggunaan aksara Jawa dalam komunikasi orang Jawa semakin hari semakin mengalami degradasi yang mengkhawatirkan. Melaksanakan pelatihan membaca dan menulis aksara Jawa kepada generasi muda sebagai upaya pelestarian budaya agar aksara Jawa tetap lestari dan kembali digunakan secara masif dalam kehidupan masyarakat. Kegiatan pelatihan disesuaikan dengan tingkat kognitif subjek yaitu belajar sambil bermain. Pelatihan ini dilakukan di Sanggar Pelangi Surakarta dengan subjek anak usia sekolah dasar. Tujuan pelatihan yaitu mengenalkan dan mendidik generasi muda agar ampu membaca dan menulis aksara Jawa dengan baik dan benar. Pelatihan dilakukan dengan bantuan media ular tangga yang diakui akurat dalam mengoptimalkan penyerapan materi bagi anak usia sekolah dasar. Pelatihan dilakukan dengan tahapan persiapan, penyampaian materi, bermain ular tangga yang dimodifikasi dengan memasukkan unsur aksara Jawa, pengerjaan LKDP, dan pengisian angket. Hasilnya diperoleh peningkatan yang cukup signifikan tentang pemahaman peserta pelatihan tentang cara membaca dan menulis aksara Jawa dengan baik dan benar.

Kata Kunci: Pelatihan, aksara Jawa, membaca dan menulis aksara Jawa, media ular tangga

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Introduction

The Javanese script, considered one of Indonesia's cultural treasures, has now undergone a worrying decline. In the past, the Javanese script was widely used by the Javanese people as an accurate means of communication (Farida and Atina, 2023). Now, even Javanese people are not necessarily able to use the Javanese language correctly, and some cannot read it at all (Nugroho, 2021). The fundamental reason for this phenomenon is the complex nature of the Javanese script, which makes it difficult to learn and use (Utomo *et al.*, 2024). Additionally, the limited time allocated for Javanese language education in schools has contributed to the decline in the use of Javanese script among younger generations. The reality on the ground is that many young Javanese people have little or no ability to read Javanese script, even at the most basic level. Worse still, some young Javanese people say that they have never learned how to read Javanese script, even a single character. This is a worrying phenomenon for the preservation of Javanese script. If left unaddressed, Javanese script could disappear from civilisation. Therefore, effective strategies are needed to teach Javanese script to all segments of society, particularly to children in primary school.

Learning for primary school children should be tailored to their cognitive level. It is important to consider attractive and effective media for primary school children to understand Javanese script. The world of children is a world of play, so it is necessary to integrate play into learning activities. The most appropriate method is learning through play (Blackwell and Laman, 2013). Play is believed to have high accuracy in the process of acquiring new things, so that when children play, what they learn is absorbed more effectively (Sudono, 2000). In addition, this method is considered relevant because primary school children have a high desire to play. Play-based activities that appear relaxed contribute to minimising the monotony of learning (Widiana, Parera and Sukmana, 2019). Learning through play also helps children express their imagination about the objects being studied (Aprilianto and Mariana, 2018). Appropriate learning contributes significantly to students' absorption of the material being studied.

Various media offer their effectiveness in supporting teachers' success in achieving learning objectives. Learning media are understood as a vehicle for messages, messages in the form of learning materials (Susilana and Riyana, 2009), so it is necessary to choose media that are creative and innovative. Innovative and creative media accurately enhance students' knowledge in line with learning objectives (Hasiru, Badu and Uno, 2021). Selecting the appropriate media for learning requires high competence. In-depth analysis and various considerations are necessary to obtain high-quality and targeted media (Chabib, Djatmika and Kuswandi, 2017). One accurate medium for enhancing motivation among primary school-aged children in learning is the *ular tangga* game.

Ular tangga is a traditional board game played by two or more people using a board with numbered squares, usually numbered from 1 to 100. Each player uses a piece and dice to determine their moves. Players take turns rolling the dice and moving their pieces forward according to the number rolled. This game is a group game, so it must involve several people and cannot be played individually (Salam, Safei and Jamilah, 2019). Afandi (2015) explains that the concept of the *ular tangga* game must be played by at least two people. The game equipment consists of several boxes with specific images, snakes, ladders, pawns/pieces, and dice. The game board consists of 10 rows and 10 columns in the form of small squares, each

with images as needed and icons of *ular tangga* connecting the squares. The game is played by moving or placing the pieces/pawns on the board according to the established rules (Andrianto, Firman and Desyandri, 2021). If a participant lands on a ladder, they move up to the top of the ladder. If they stop on a snake image, they must move down to the tail of the snake. A participant is declared the winner when they reach the finish line.

Existing research explains that *ular tangga* games can increase student learning interaction, improve cognitive abilities, enhance social skills, and optimise student activity, thereby achieving maximum learning outcomes (Hamdalah, 2013; Nachiappan *et al.*, 2014; Khomsin and Rahimmatussalisa, 2021). The *ular tangga* game, with its eye-catching visuals, is capable of increasing students' interest in learning new things. Based on the above description, the *ular tangga* game was selected as a medium to support community service activities in the form of training in reading and writing Javanese script for primary school children at Sanggar Pelangi, Mojosongo Village, Jebres District, Surakarta. This medium is an innovative new medium, because *Ukar Tangga* are basically small and only used as a game. The *Ular Tangga* in this research have been innovated in such a way, both in terms of form, visuals, and gameplay that are relevant to the standards for children's learning media. Therefore, this medium is relevant to be used as an innovative learning medium and helps children's learning process about Javanese script. This activity was carried out as a form of contribution to preserving, introducing, and teaching students' skills in reading and writing Javanese script to the next generation from an early age so that it does not become extinct along with the development of civilization.

Method

This community service activity was conducted at Sanggar Pelangi, Mojosongo Village, Jebres District, Surakarta. The topic of the training was Javanese script reading and writing training with the help of *ular tangga* media. The research subjects were elementary school-age children who had received elementary school education, totalling 35 children. The training process was designed according to the concept of elementary school children's learning level, namely learning while playing. The training procedure was carried out in stages: (1) explanation of basic concepts using the lecture method; (2) questions and answers related to the theory of writing Javanese characters; (3) playing *ular tangga* modified by incorporating Javanese characters; and (4) working on LKPD (learner worksheet or *lembar kerja peserta didik*).

First of all, the teaching team provided material about Javanese script and made it easier by singing Javanese script songs. The activity continued with a question and answer process about how to write Javanese characters properly. The learning continued by dividing the groups. Each group was given one *ular tangga* media modified to include Javanese characters. They played like a *ular tangga* game in general. When stopping at a particular script, the child was asked to say the name of the script and make a word with the prefix of the selected script. The final stage of the training was that students were asked to do evaluation questions. This activity is carried out to produce outcomes in the form of optimal skills for children from an early age to be able to read and write Javanese characters properly and correctly. Details can be seen in Table 1.

Table 1. Details of Javanese Script Training Activities

| Time | Activity | Method/Media |
|---------------|--|---------------------------------------|
| 08.00 – 08.30 | Opening and introduction | Welcome & ice breaking |
| 08.30 – 09.15 | Introduction to the basics of Javanese script | Presentation material script songs |
| 09.15 – 09.45 | Singing Javanese script songs together | Interactive songs, audio media |
| 09.45 – 10.00 | Question and answer session: how to write Javanese script correctly | Interactive discussion |
| 10.00 – 10.15 | Break | |
| 10.15 – 11.30 | Group learning: Javanese script <i>Ular Tangga</i> game | Modified <i>Ular Tangga</i> media |
| 11.30 – 12.15 | Small group presentations (game results & examples of Javanese script words) | Group sharing |
| 12.15 – 12.30 | Individual evaluation (written & oral questions) | Evaluation sheets, whiteboard |
| 12.30 – 12.45 | Closing & activity reflection | Brief discussion |

The measurement tools used to achieve the success of this activity include multiple choice and short answer questions to measure the improvement in Javanese literacy before and after the activity, with a target of at least a 20% increase in the number of correct answers after the training. Observation sheets were used by facilitators to assess participant engagement in the Javanese literacy *Ular Tangga* game, with indicators including activity level, accuracy in naming letters, and ability to form words. Performance Test by asking participants to write simple words/sentences using Javanese script with indicators of correct script form, neatness, and legibility. Participant Satisfaction Questionnaire to measure the extent to which participants found the activity interesting, easy to understand, and useful. The expected indicator is $\geq 80\%$ of participants giving positive responses.

Results and Discussion

The training activity on reading and writing Javanese characters using *ular tangga* media for elementary school-age children at Sanggar Pelangi began with the preparation of the participants' attendance list, which included their names, ages, and genders. Filling in the attendance list was done in rotation as well as to train students' orderliness. Students lined up neatly to fill in their identities on the sheet provided. After filling in the identity on the attendance sheet, participants sat in the places provided. The activity continued by conducting a *pretest* on the name of each Javanese script randomly to find out the participants' understanding of Javanese script (Figure 1). *Pretests* are given to determine the extent of individual understanding of the material to be studied and to see the distance of understanding between participants (Septian, 2017). It was found that most of the participants did not know the names of some of the Javanese characters displayed. This result is clear evidence of the degradation of the younger generation's knowledge of Javanese characters.

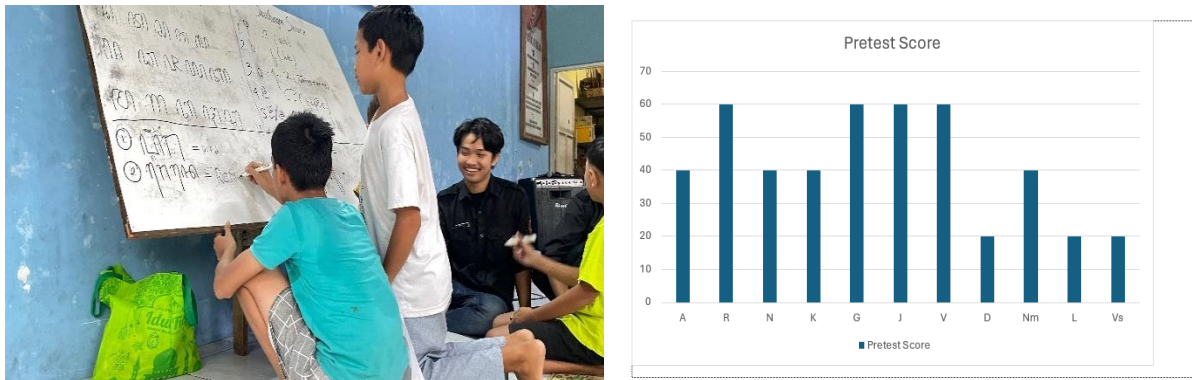


Figure 1. Working on the pretest and pretest score

The training activities began with the delivery of material on Javanese script by the teacher. The material presented in the form of basic concepts of Javanese *Legena*, *Pasangan*, and *Sandangan* scripts (Figure 2). The *Legena* script consists of twenty main characters starting with the *Ha* script and ending with the *Nga* script (Avianto and Prasida, 2018). The *pair* script has the same number and order as the *Legena* (Agustina, 2013). The *Sandhangan* material provided is *Sandhangan Swara* and *Sandhangan Panyigeg Wanda*. This material is the basis for learning Javanese characters in order to write a word correctly, because most words are composed of vowels and consonants. For example, the word *sendika* (yes) requires *pairs* and *sandhangan* in its writing. Concepts become the basis for learners to connect themselves with groups of objects, events, or thoughts (Sapriya, 2012). Deeply embedded concepts can support learners in solving problems faced in their lives ((Nugroho and Gunansyah, 2013). A learner has a good understanding of concepts if he is able to explain the concepts he has learned in his own language, it is even more optimal if he can apply them in everyday life (Kholidah and Sujadi, 2018).

At the stage of conveying basic concepts, the teacher also explained about the procedures for writing Javanese characters that are good and correct, namely hanging if written on lined paper, written from left to right, slightly leaning to the right, and no spaces between each character. Writing Javanese characters hanging (*nggandhul*) on the line means that humans always depend, surrender, and surrender to God Almighty (Setyawan, 2023), remembering that life in the world is only temporary. The writing of Javanese script should be tilted to the right as a symbol that humans always lean towards goodness. This needs to be emphasised to avoid errors in writing, because the lack of understanding of language users of the language used has a great potential for language errors (Talan *et al.*, 2022).

In explaining the basic concepts, the teacher also provides material in the form of grouping Javanese characters with similar shapes and singing them so that they can be absorbed more easily by students and easily memorised by them (Figure 3). The integration of singing in learning brightens the atmosphere, thus triggering learners' spirits to rise and the material can be absorbed well (Malik, Hasibuddin and Syahid, 2022) and helps teachers and learners reflect and recall the activities and learning that have been carried out (Yearin and Yukofani, 2024). Music is generally believed to be an important part of the teaching-learning process for primary school students, even almost all forms of singing from traditional to modern (Ridwan and Awaluddin, 2019). Trainees are also motivated to be able to read and write Javanese characters properly and correctly because it is a self-identity that needs to be practised and preserved. Motivation is very helpful for students because it is one of the sources of determining students

in achieving learning goals (Abnisa, 2020). Teachers hope that high motivation from all participants can produce quality learning.



Figure 2. Basic concept material of Javanese characters



Figure 3. Singing a song about Javanese characters

The next stage of training is playing *ular tangga*. The game board has been modified by integrating Javanese script in each box (Figure 4). The teacher first divided the groups through the game. Learning in groups is better than learning individually, because there will be complementarity with each other (Nurhikmayati, 2017), foster an attitude of accepting the shortcomings of self and colleagues, and can increase self-esteem (Jaelani, 2015). Each selected participant will become a group leader and has the right to choose 2 colleagues as a team. The training began in the form of a competition by playing *ular tangga* (Figure 5). At each stop of the *ular tangga*, participants had to mention the name of the script and make a word from the script and write it in Javanese script. If it is correct then it is considered to get points. Competition-based learning is an effective, organised and systematic way to facilitate the absorption of knowledge from teachers to students (Yusuf, 2020). In competition activities, the learning received by students is more meaningful because they must always be active to get the best results (Kustiah, 2020). In this activity, the enthusiasm of each group was very high because they tried to get the highest points in order to get the prizes promised by the teacher.



Figure 4. Javanese script game media in the form of *ular tangga*



Figure 5. Learning Javanese script with *ular tangga* media

The training was followed by giving the learners worksheets to be filled in by each participant. This is intended to measure the extent of understanding and learning speed of each trainee (Khasanah and Fadila, 2018) about Javanese script after the training activities. The results were quite satisfactory. On average, the participants were able to answer the questions with correct answers (Figure 6). At the end of the training, the participants were asked to fill out a questionnaire that had been prepared. The answers from the participants on average stated that this training was very helpful for them in learning to read and write Javanese characters properly and correctly (Figure 7).

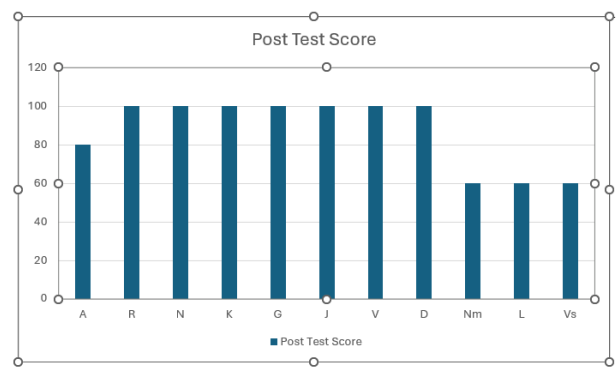


Figure 6. Working on the post test and the results

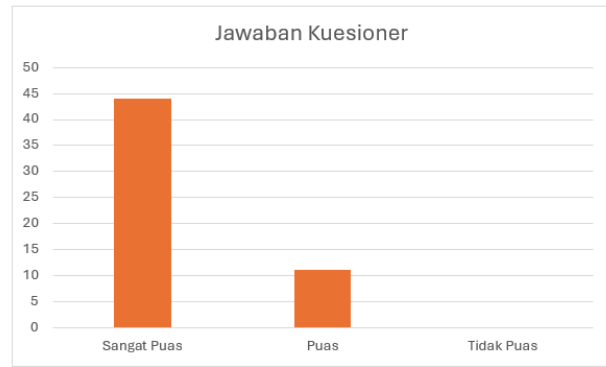


Figure 7. Participant questionnaire answers

Figure 6 shows that there was an increase in the participants' scores in reading and writing Javanese script. In practice, the *Ular Tangga* game has stages that are effective in optimising Javanese script learning. These stages challenge participants to achieve high scores and overcome obstacles so that they do not return to the previous number or drop to the lowest number (Listiani *et al.*, 2023). Participants are satisfied with this activity because they gain additional skills that support their learning. This can be seen in Figure 7, which shows a high level of satisfaction. The high satisfaction survey results indicate that this activity is successful and provides positive benefits for participants, especially as a new way to improve their skills in reading and writing Javanese script. This training process was conducted based on the fact that the current generation's understanding of Javanese script is minimal. This became the basis for determining the best solution so that it is easy to comprehensively understand how to read and write Javanese characters and minimise existing errors.

Conclusion

The training on Javanese script reading and writing with *ular tangga* media at Sanggar Pelangi, Surakarta provide an easy way to learn Javanese script reading and writing and minimise errors that may occur for elementary school-aged children. Based on the test results, it appears that the level of Javanese reading and writing skills prior to this activity was very low. This was successfully improved after training using the *Ular Tangga* media. The programme succeeded in achieving its main goal of improving the ability to read and write Javanese characters. Game-based learning that is delivered with a theoretical prefix, followed by a game, then working on the LKPD (learner worksheet or *lembar kerja peserta didik*) increases the absorption of students to the new knowledge learned. The final results of the training showed a significant increase in understanding of Javanese script. The participants expressed their satisfaction with this activity, as their skills in reading and writing Javanese script had improved. The success of this programme can be a reference for relevant learning and needs to be further developed in an effort to improve literacy in various educational institutions.

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